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ABSTRACT

This eighteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in recognizing significant differences among students and in individualizing the instruction to reflect these differences. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, planning checklists, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED149082

MODULE

C-18

Individualize Instruction

MODULE C-18 of CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 318

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

A teacher looking over a new class for the first time faces some 20 or 30 students with different needs, interests, and abilities. There are students who need a great deal of guidance and students who need very little guidance, students who love to read and those who would rather make something, students who are full of ideas and students who can carry out the ideas of others. All of this diversity is easy to observe, yet, until recently, a majority of educators have tended to teach as though all students were alike.

It is now recognized that just as individuals differ in all the major physical and mental factors that form a person, so do their goals and aspirations, personal needs, and strengths differ. It follows that as each individual is unique, so must be his/her education. To reach the individual and help him/her achieve fulfillment as a person, education needs to be "custom-built," "tailored to fit," or "individualized."

In order to individualize instruction, we will want to know as much as we can about each student, accept each at his/her own level, then plan with the student for learning experiences that will help him/her to reach the goal that he/she is seeking. It is the student's goals that must be considered, not our preconceived ones. Even in vocational education, where goals are usually more clearly defined than in other educational areas, students may be seeking to achieve many different goals or objectives. Within the classroom group there will be students who also differ in the level at which they will achieve their objectives.

Individualization of instruction implies that the teacher will have a new role, a more difficult one than that of the teacher in a traditional classroom. The teacher will have expanded responsibilities for planning. The teacher's relation to students should also improve because of the extra attention given to their unique needs and interests.

This module is designed to give you skill in individualizing classroom instruction to meet the individual needs of students. It will help you to become aware of the significant differences among students and how you can tailor your instruction to reflect these differences.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, individualize instruction. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 45–47 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and characteristics of individualized instruction (*Learning Experience I*).
2. After completing the required reading, develop and carry out a personal learning experience related to individualized instruction (*Learning Experience II*).
3. For a simulated classroom or laboratory situation, prepare written instructional plans and procedures for individualizing instruction for a unit in your occupational specialty (*Learning Experience III*).
4. Given a case study describing how a teacher individualized instruction, critique the performance of that teacher (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in determining students' needs and interests, developing a unit of instruction, and developing a lesson plan. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities contained in the following modules:

- *Determine Needs and Interests of Students*, Module B–1
- *Development a Unit of Instruction*, Module B–3
- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Bjorkquist, David. "What Vocational Education Teachers Should Know About Individualizing Instruction." Columbus, OH: The Center for Vocational Education, The Ohio State University, ERIC Clearinghouse on Vocational and Technical Education, 1971. ED 057 184

Reference: Weaver, David H. "Individualizing Instruction: A Return to the One-Room Schoolhouse?" *Business Education World*. 55 (November/December 1974): 5–7.

Learning Experience II

Required

Resources (e.g., individualized learning materials, individual learners, teachers or schools engaged in individualized instruction) to enable you to carry out a personalized learning experience.

A resource person and/or peers to react to your written report on individualized instruction.

Learning Experience III

Optional

Reference: Lewis, James Jr.. *Administering the Individualized Instruction Program*. New York, NY: Parker Publishing Co., 1971.

Reference: Kapfer, Philip G. and Glen F. Ovard. *Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education*. Englewood Cliffs, NJ: Educational Technology Publications, 1971.

A resource person to evaluate your competency in developing a unit plan.

Learning Experience IV

No outside resources

Learning Experience V

Required

An actual school situation in which you can individualize instruction.

A resource person to assess your competency in individualizing instruction.

This module covers performance element numbers 115, 143 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

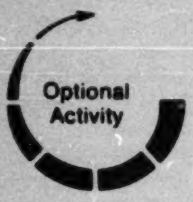
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the concepts and characteristics of individualized instruction.

You will be reading the information sheet, Individualized Instruction, pp. 6–18.



You may wish to read the supplementary references, Bjorkquist, "What Vocational Education Teachers Should Know About Individualizing Instruction"; and Weaver, "Individualizing Instruction: A Return to the One Room Schoolhouse?" *Business Education World*, pp. 5–7.

You will be demonstrating knowledge of the concepts and characteristics of individualized instruction by completing the Self-Check, pp. 19–22.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

This information sheet explains the basic concepts involved in individualized instruction and describes the characteristics of an individualized program. Read this information sheet also for its explanation of how the teacher can function effectively in the new role required by an individualized instructional program.

INDIVIDUALIZED INSTRUCTION

Many people, when they think of teaching, have a mental picture of a teacher standing at the front of a room talking to a group of 20 or 25 students. The students sit at desks arranged in a straight row, and they write notes in their notebooks as the teacher talks. After several class hours of this activity, the teacher stops talking and passes out an examination which all the students take. Later, the teacher grades the exam and awards 12 percent of the group an "A," 12 percent a failing mark, and the majority of the group a grade of "B" or "C." This is an admittedly exaggerated picture of group instruction in its most stilted and rigid form, but there is much truth in it.

For generations, teachers have been well aware of differences among individual students. They have noticed differences in physical and mental abilities, special talents, and personal interests. In spite of this, teachers may still be seen standing in front of a class of students, telling all of them the same thing, at the same time, in the same way.

In recent years, however, there has been renewed interest in the idea that the individual student is of prime importance and that the school program must adapt its curriculum to meet the individual's needs. Vocational teachers realize that they must teach individuals as well as groups. They must take each student's abilities, interests, and goals into account and help to prepare each student to meet the employment requirements of his/her chosen field.

The basic philosophy, on which most vocational educators now agree, is that the educational program should be varied to suit the unique purposes and personality of the individual student. The program should be adjusted to accommodate the needs of each student. The student should not be altered to fit the program. In a word, the program and the instruction should be "individualized."

There are many definitions of "individualized instruction" because there are varying approaches, purposes, and objectives. All approaches, however, are based on the premise that the instructional program should recognize that individuals differ in their aptitudes and rates of learning, in their interests and goals, and in their learning styles and personal behaviors. With this concept as a basis, individualized instruction can be defined as a learning program structured and managed to meet the learning needs of each student in a unique way to give each the skills, abilities, knowledge, and personal qualities that will enable him or her to enter the occupation of choice.

As a vocational teacher, you should be aware of the fact that there is a great range in the individualization of instruction as discussed and practiced in the nation's schools. At one end of the range is the completely **individualized program of study** for vocational students. In such a program, students may enter on any day of the school year and work out with the instructor personal occupational goals. The students then pursue a selected series of learning experiences on an individual basis and leave the program whenever they have acquired the necessary competencies for their occupation. While **individualized open-entry/ open-exit programs** are gaining in acceptance, they do require a wealth of carefully developed instructional materials and special management and administrative procedures. They are usually well beyond the scope of the individual vocational teacher to develop and implement.

Another, more common type of individualization is that which is found within a traditional voca-

tional program. In traditional programs, a course time has been established (perhaps one school year, or 2640 clock hours) and a number of individualized units of study have been prepared. Individualization in such a program may take the form of encouraging each student to choose somewhat different assignments, providing a variety of laboratory experiences, using varied learning resources at different levels, or allowing for individual rates of learning and amounts of production. This kind of individualization may be undertaken even within the framework of a course of study based primarily on group instruction and units of time.

The discussion, information, and learning experiences contained in this module, place the emphasis on individualizing instruction in a traditionally organized vocational program. Most teachers will find themselves in this kind of program, and even the beginning vocational teacher will be able to individualize many elements of the instruction for which he or she may be responsible.

It should also be made clear that while greater individualization of instruction is at present an important concern of vocational education, this is not to say that traditional group instruction has been uniformly unsuccessful in meeting the needs of individuals. Even the most highly structured group instructional program has served the needs of great numbers of students. However, individualization is an approach that promises more effective vocational preparation as well as greater personal growth for individuals in the vocational program.

Individualized instruction is based on the idea of flexibility and uniqueness. Therefore, it would be a contradiction in terms to imply that there is any one definitive approach or any one superior method. Each vocational area and each individual program may carry out individualization in an individual way. There are, however, some concepts and characteristics that generally apply to all forms of individualized instruction, even though there may be considerable differences in emphasis from one program or subject area to another.

Characteristics of Individualized Instruction

The student's needs, abilities, and interests become one of the prime focal points around which the instructional program centers.—Because individuals differ in personal characteristics, abilities, socioeconomic background, motivations, and personal learning styles, it should not be assumed that in any one group, all students are at the same point in their learning at the same time. Instruction that is individualized will allow the student to learn at a pace or rate which is comfortable and suited to his/her own learning style. In addition, it will allow the student to learn on a level which is appropriate to his or her abilities.

The student will be allowed to learn through materials and means related to his/her own perceptual strengths (i.e., seeing, hearing, manipulating, acting, or any combination of perceptions). Within the limits imposed by the requirements of the occupation, the student may pursue some of his/her own interests and work toward some personal goals. All this implies that the student will be given the opportunity to select from a number of options or alternatives in learning activities, all of which lead to the occupational objective.

Individualized instruction encourages students to become more active, involved, and responsible for their own instruction.—There is usually more activity in a classroom or laboratory when instruction is individualized. Students move about, work together or separately on a variety of activities, use various resources and media, discuss the topic with each other or with the instructor, and generally take a more informal and active approach to learning. Individualization tends to stimulate students to assume some responsibility for their own learning and to become independent learners who are capable

of progressing without being completely dependent on others.

In this type of instruction, the responsibility for successful learning shifts to the student, with the teacher functioning to guide, assist, and motivate the student. With individual success comes a sense of personal achievement and thus a realistic self-esteem.

The teacher becomes less a presenter of lectures and demonstrations, and more of a learning manager and guide.—As you break away from the formal lecture and the group assignment, you will be working more on a one-to-one basis with individual students. You will analyze the students' academic abilities, perceptual strengths, learning styles, major interests, and self-discipline. You will diagnose individual learning problems and write individual learning plans in the form of objectives and activities for each student; organize the facilities and the instructional materials for individualized learning; and guide students through the learning process. You will become involved in designing and selecting many ways in which to disseminate information and promote student competence. With less time preparing and delivering formal presentations, you will have more time to spend with individual students.

In individualized instruction, the objectives or goals are clearly stated in performance terms.—Statements of objectives in individualized instruction will tell students where they are expected to go, how they will get there, and the conditions under which they will be evaluated. Such statements, called "performance objectives," or "behavioral objectives," are an integral part of individualized instruction since they are formulated from the student's viewpoint rather than the teacher's perspective. Thus, if you are working to individualize the instructional program you need to be able to develop good performance objectives.

Varied alternative and optional learning experiences are available to meet the stated objectives.—An underlying assumption in individualized instruction is that there are many ways to learn. Your way or the traditional way may not be the only paths to the goal. You should provide a variety of learning options from which the student may choose. These options should be designed to meet all students' needs and abilities and should be attractive enough to interest a wide range of individuals.

Large-group instruction has a place in an individualized learning program, as does small-group instruction, individual study, and interaction with peers. Effective individualized instruction will not concentrate on any single type of learning activity, and will avoid using any single learning technique as the only mode of instruction.

The strategies or methods of instruction are designed to reach students as individuals.—Among the most commonly used learning techniques in individualized instruction are the following.

- Games
- Role-playing
- Simulations
- Case studies
- Brainstorming
- Laboratory work
- Peer instruction
- Independent study
- Community involvement
- Conferences or interviews
- Modules (learning activity packages)
- Small- and large-group study
- Library research and reading
- Programmed sequenced materials

This is not a complete list. Other methods may be devised, and all of these may be used in combination and in a variety of forms. You may learn more about each of the above methods by consulting methods texts, curriculum guides, and professional journals that are available in the library.[1]

A variety of media and instructional resources is employed.—Since students differ in their perceptual strengths and learning styles, instructional resources should be selected to accommodate all of these differences. Individual student learning skills may be primarily visual (as in reading or viewing), aural (listening), or physical (doing things). New instructional materials will need to be developed and existing resources may need to be reorganized. In fully individualized programs, the standard textbook tends to give way to modularized materials and a wealth of reference materials. Provision should be made for student use of a variety of books, programmed materials, films, film loops, slides, and audio and video recordings.

The selected resources for individualized instruction should possess some special and desirable characteristics. The resources should be suited to the maturity of the learner and should cover a considerable range to meet the needs of many students. The materials should lead students to new interests, new discoveries, and broader outlooks.

There should be a sufficient variety and quantity to permit choice and to allow the student to select what he/she needs to accomplish the performance objectives. References, data, specifications, and documents should constitute the raw materials which the student can select, adapt, and apply to his/her own purposes.

Media and resources are selected **after** the objectives have been developed and the learning activities chosen. The resources are provided to support, augment, and enrich the instructional design. They should not dominate or limit the range of learning activities.

The learning environment is designed for flexibility and variety.—Classroom and laboratory facilities, equipment, supplies, and furnishings in an individualized program tend to be selected and organized to allow for a variety of uses. The environment encourages a variety of ways to learn. Not

1. To gain skill in the many learning techniques available to you, you may wish to refer to modules covering the use of these techniques in Category C: Instructional Execution.

only is there flexibility in the arrangement of the facilities, but there is flexibility in scheduling their use. This flexibility is designed to allow students and teacher to be creative in developing learning experiences.

Space is available for large- and small-group activities, individual work, and private or semi-private interaction between students and teacher. Students are able to move around readily and can work freely without disrupting others' work.

Students are evaluated in terms of individual performance and not by comparison with others.—The individualization of instruction means that all the members of the class will not be involved in the same learning activities at the same time. This means that evaluation techniques must be designed that can be used for individual students whenever appropriate. The use of performance objectives suggests or even dictates the use of objective rather than subjective assessment measures. It also suggests the use of direct observations of student behavior to assess learning. In individualized instruction, frequent self-evaluation is used by the students as a check on their own progress.

Some Limitations of Individualized Instruction

There seems to be no doubt that individualized instruction can make a significant contribution to the improvement of vocational education programs. However, it does present some difficulties in implementation.

The primary reason usually given for the failure of some individualized programs has been the lack of suitable and well-developed curriculum materials. Also, teachers require special training and experience to make a fully individualized program function well. There is a good deal of additional work and complex planning required in order to provide individual instruction for 20 students in a class rather than making a single lesson plan for the whole group. An additional limitation is that individualized instruction does not work well with some students. Some may learn more easily under traditional methods of instruction.

There may be a certain amount of conflict between the organization of an individualized program and the administrative requirements of the school. If the students in the vocational class are all working at their own pace on their own objectives, the usual devices of examinations, grading periods, and report cards may not fit very well. School and course requirements for graduation credits and numbers of laboratory hours may also be difficult to work out in an individualized program.

The Teacher's Role in Individualized Instruction

In an individualized instructional setting, your role should be considerably different from that in a traditional classroom. The essential difference is that when employing individualized instruction, you should use methods other than the lecture or class demonstration in getting information to the student. You should select a variety of methods which better meet the individual needs of the learner.

As you abandon the use of the formal presentation, you should find that you have more time to assist the learner, to identify and diagnose learning problems, and to interact with students on a one-to-one and small-group basis. Thus, you should become less of an authority figure and more a fellow learner; less an "instructor" and more a "learning manager."

In this role as a learning manager, there are new functions for you to perform. You should provide alternate reading materials at various levels of difficulty and a variety of learning materials in-

volving many different types of activities designed to meet the needs of different individuals. In terms of curriculum, you should provide a variety of topics to be studied, as well as supplementary and concurrent projects for students to pursue.

When working with individual students, you should provide remedial instruction for learners who need it before they attempt to learn new material. As new learning is underway, you should provide tutorial help as individual students require it. Students who are having difficulties should be encouraged to try alternative methods of study and learning until they find techniques that work for them. In some instructional areas, you should devise and/or administer diagnostic tests to be sure that learners have the understandings and skills needed for success in the next learning experiences.

Because individualized instruction is student-centered, students should be encouraged to make more of their own educational decisions and to take more personal responsibility. In the individualized program, you should let the learners select some of the topics they want to study and let them help set the goals of instruction. Learners should be encouraged to find their own preferred study techniques and to proceed at their own study pace.

In vocational education, one special function that you will have in an individualized setting is to evaluate or rate the required occupational skills of the student. If the student demonstrates that he/she does possess the skill (whether learned in school or elsewhere), he/she progresses to the next learning objectives.

Successful efforts to individualize instruction are greatly dependent on the identification of student goals and the careful development of instructional objectives to reach these goals. The objectives should be stated in performance terms, and clearly understood and accepted by the student before instruction begins. The objectives become a means of communication during instruction, and later become a basis for evaluation of the learning that has taken place. The development of behavioral or performance objectives is a critical function of the teacher in individualized instruction, but it is not accomplished quickly or easily.

As a vocational teacher, you are now able to get some valuable assistance in occupational task analysis and the development of performance objectives. A number of curriculum development projects are producing catalogs of objectives for many occupational areas, complete with student evaluation measures. There are also collections of occupational task inventories from which the teacher may develop performance objectives for students with specific occupational goals. Both of these aids are available in the literature of vocational education.

You may seek to individualize instruction through the use of commercially-produced materials. There are entire courses available in individualized and packaged form that have been developed and tested at many educational institutions. Individualized programs are available in auto mechanics, auto body, electricity, electronics, welding, drafting, carpentry, child care, and many more, with additional areas being

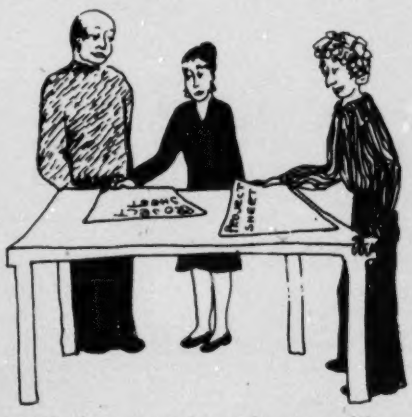
added constantly. Some units of instruction may be taught through the use of individualized "programmed texts," now available in many vocational education areas.

You may individualize selected units in a course of study by personally developing special materials. Learning packages can be produced that include performance objectives, learning activities, instruction sheets, and self-evaluation devices. These may be supplemented by slide/tape presentations or video recordings.

Individualized help for students who are poor readers may take the form of audiotape recordings of the readings from textbooks. For advanced students, special challenging projects can be prepared. Laboratory work may be individualized by working up detailed instruction sheets, along with explanatory slides or tape recordings. Oversized photographs and clearly constructed drawings and diagrams are often helpful to the student in developing new concepts.

Teachers of vocational subjects have long used student projects as a means of teaching subject matter and developing required skills. This practice can be expanded and refined in individualizing instruction. You can develop a variety of laboratory and study projects that cover the skill or knowledge to be learned, and the students may choose from among them the projects that are most suited to their interests, abilities, and learning strengths.

The project format might include the project sheet itself, along with other supporting instructional materials designed for individual use, including a list of reading references, information sheets, and appropriate operation sheets. Students can then select from a number of alternative project activities that will enable them to meet the instructional objective and carry that project through to completion while working at their own style and pace, with a minimum of teacher direction.



The Student's Role in Individualized Instruction

Just as the role of the teacher changes in the setting of individualized instruction, so does the role of the learner. The learner becomes less a passive listener and follower of directions, and more a **student,** in the best sense of that term. The student is asked to make choices and reach decisions, and is held responsible for the consequences of those decisions. In order to successfully reach his/her goals, the student must budget the available time and use this time wisely.

Because evaluation is based on the individual's successful performance of a competency stated in performance terms, the student's achievement, or lack of it, is quite apparent. With individualized activity, there is no possibility of being graded on a "normal curve." The common practice of watching others work, while hoping to pick up enough information to get by, does not work when instruction is individualized.

At the same time, however, individualized instruction means that every student can succeed—some might just take longer. This prospect of success is highly motivating, and the final success itself is most reinforcing or rewarding to the student. Such success tends to increase later efforts and make further success even more likely.

Whether it is an individualized unit in a traditional course of study, or an entirely individualized program, the students will need to define their own goals. With your help, the students will then have to decide how best to reach the goals and will select study activities and laboratory activities in keeping with their specific needs, abilities, and interests.

The students will find their own sources of information, and adapt and utilize them according to their own purposes. With devices and instruments provided by the teacher, the students will check their progress in understanding and in skill. They will then make decisions as to when they are ready to submit the results of their work to the teacher for final observation and evaluation.

It has been found that students generally welcome this new climate of responsibility and this respect for their individuality. They develop an increased feeling of self-esteem which leads to an increased interest in their school work and involvement in their chosen occupation. Students find that the demands and opportunities of their studies engage their time and best efforts. Teachers note that major classroom discipline problems tend to disappear. Both students and

teachers report that individualized instruction requires them to work harder than ever before, but they wouldn't have it any other way.

Student Evaluation in Individualized Instruction

The techniques, and even the purposes, of student evaluation are somewhat different in individualized instruction than in traditional group instruction. Group instruction usually employs group tests to arrive at group norms, with the achievement of the individual significant only as it compares to that of the group. Often, the primary purpose of traditional evaluation is to arrive at a formal grade for every member of the class at specified periods during the school year. Such evaluation is considered by many to be most discriminating if it results in a "normal distribution" of letter grades from A through F.

In contrast, evaluation in individual instruction is ideally done on an individual basis. The individual student is given an individual evaluation of his/her achievement, with progress being compared only with the performance objectives. The primary purposes are intended to be (1) to inform the students as to the extent of their progress, (2) to suggest to both students and teacher how learning might be continued and increased, and (3) to inform the teacher about the effectiveness of the instructional program. The evaluation and the program are considered most successful if all members of the class achieve at their highest potential and reach their objectives.

There are several basic principles that underlie evaluation in individualized instruction. Some of these are—

- Evaluation should indicate progress toward the achievement of performance objectives as they relate to knowledge, attitudes, and motor skills.
- Evaluation should be directly related to the performance objectives agreed to by student and teacher.
- Evaluation should be a continuous process, undertaken periodically during various stages of the learning experience, forming checkpoints of progress.
- Evaluation should include a variety of strategies, applied in terms of the needs of the student.
- Students should be involved in the evaluation process, performing self-checks on the results of their own work.
- Careful records of individual evaluation and observation should be kept to be used as guides for further instruction and learning.

The individualization of instruction implies that the entire class will not be involved in the same learning activities at the same time. One student may be working in the library, another viewing slides in the classroom, while a third is in the laboratory working on a project. In practical terms, this necessitates planning evaluation techniques which can be used by or with each student on an individual basis. These techniques should measure the student's performance in terms of his/her own objectives rather than those of other students.

Some of the evaluation techniques used in individualized instruction may be much like ones used in traditional teaching. They may include true-false items, multiple-choice tests, and essay responses. In addition, a fully developed evaluation program includes a variety of other evaluative strategies such as—

- observing students as they work to determine if they are using approved procedures, having any learning problems, and understanding the requirements of the task
- questioning students orally about their work to gain an insight into their knowledge of what they are doing and why they are doing it
- conferring formally with students to discover the extent of their growth
- examining some of the materials the students have been working with to check on their progress
- reviewing the results of the learning activities, whether reports, projects, exercises, etc.

No single strategy is best; many should be used. However, the evaluation techniques must not be too time-consuming, because they are to be used

with each student individually and are not to be administered to a whole group at one time. The greater part of your time should be spent working with individual students on their primary learning activites.

Students should be furnished the instruments for self-evaluation and should be encouraged to use them. They should be encouraged to assume the role of evaluator of their own progress. Self-evaluation needs to be provided for at many points along the way. It is especially critical just after the student has gained background knowledge of a new competence and is ready to apply it in the laboratory. The students can be personally involved in their evaluation through—

- individual evaluation, in which the students check on the extent of their own learning by using teacher-prepared measures
- group evaluation, in which students who are working on similar objectives confer to determine whether they have achieved the objectives
- student evaluation by one student of another, perhaps using a checklist or rating scale
- teacher-student evaluation, in which student and teacher confer and come to agreement on the learning that has taken place and what is still to be accomplished

The full potential of individualized instruction will not be realized unless you follow through with well-planned and adequate final evaluation procedures. You need to refer to the objectives agreed upon for the students' learning experiences and devise some objective means to determine whether the objectives have been achieved.

Often a checklist of criteria or a rating scale is prepared in order to keep the evaluation focused on the objectives and to make it as fair and unbiased as possible. It is important that the student be involved in the final evaluation process and be fully informed of the results of the evaluation.

Planning and Evaluating the Individualized Instruction Unit

Planning or revising a unit of subject matter to incorporate individualized instruction requires some specific information and some developmental guidelines that may be unfamiliar to many teachers. Planning individualized units requires you to know a great deal about the students in your class—their personal needs and interests, educational requirements and goals, abilities and weaknesses. With this kind of information at hand, you can begin to develop plans that will satisfy the students' needs, capitalize on the abilities, and shore up the weaknesses.

A unit of instruction planned for use in a traditional teaching situation can be organized for individualized instruction by broadening the learning options and modifying objectives and evaluations to suit the individual student. Some of the methods, techniques, and materials you might utilize have already been discussed. As the planning phase proceeds, you should be sure that the following characteristics are employed in building the strategies for individualizing instruction.

- You should plan the unit with the thought that all students can achieve the expected level of performance.
- The learning strategy best for one student may not be the best for another. Therefore, the instruction should be adaptable to all the individuals. Poor readers, for example, should be provided with multi-media materials.
- The unit should contain only a very few overall objectives.
- The instructional objectives should be established in advance. Students should know precisely what they are expected to learn and how well they are expected to learn it.
- The unit should provide some means for students to check their own performance.
- The unit should be designed to lead to student mastery of that particular segment of instruction.
- Some evaluation device should be included so that you and the student can determine the student's readiness to go on to the next learning experience.
- Student grades should be based on what the student has or has not learned. Grades should not be given on the basis of how well or how fast the student has learned compared to others in the class.

Having planned the individualized unit of study, you need to evaluate its effectiveness. The unit may be evaluated before it is presented to the students so that it can be further refined and developed. After the unit has been tested in the classroom, it should again undergo evaluation and be revised and improved. The evaluation chart in Sample 1 has been prepared to serve as a guide when you plan or revise units of instruction using individualized instructional techniques. It provides a rating scale that can be applied to the instructional unit to evaluate the total effectiveness of the unit and reveal any areas that need improvement.

To use the evaluation chart, assemble all the materials and plans you have for the unit, including the student performance objectives, the various learning activities you have developed, and the devices you plan to use to measure student outcomes. Examine and review them carefully, and compare them to the criteria for individualized instruction listed in Sample 1.

Individualized instruction recognizes the differences among students.

SAMPLE 1

EVALUATION CHART[2]

Rate your individualized unit, using the following scale and being as objective as you can:

SCORE	DEFINITION
5	Excellent—needs no change
4	Good, but it can be improved
3	Acceptable, but requires improvement
2	Poor—needs major changes
1	Very Poor—may need total re-thinking
0	Unacceptable—something must be done about it

Criteria for Individualized Unit

_____ 1. The objectives are clearly stated in behavioral terms.
_____ 2. The learning activities are thought through and clearly stated.
_____ 3. The activities and experiences are directly related to achieving the objectives.
_____ 4. Students have more than one learning option from which to choose for each part of the unit or topic.
_____ 5. Students appear to like to study the topic.
_____ 6. Some feedback on the effectiveness of the topic is obtained from the students.
_____ 7. There is an evaluation procedure for each of the stated objectives.
_____ 8. Evaluation is based on the stated objectives, and not on some unstated goals.
_____ 9. The evaluation methods are varied, objective, and effective.
_____ 10. The topic has a clearly defined place in the total program.
_____ **Total Score**

2. Adapted from Albert F. Eiss, "Individualizing Learning," *Science and Children* 9 (April 1972): 10.

After rating each item, total up your score. The highest possible score is 50. A total score of 40 or higher indicates that your teaching plans are exceptionally good. If your score is below 22, your plans for individualized instruction are in serious difficulty and require immediate attention. An intermediate score indicates that while your plans are generally satisfactory you should review and improve them.

Management of Individualized Instruction

Both traditional group instruction and individualized instruction involve many of the same kinds of classroom management problems. As long as there are schools and students there will be records to keep, equipment to maintain, human relations problems to solve, and schedules to be met. The teacher who introduces a unit, or several units, based on individualized instruction does have some special management responsibilities. However, these need not cause real difficulty, nor should they be time consuming.

Initially, students will need to be taught how to handle themselves and their responsibilities in an individualized situation. Most students will have experienced only structured group instruction in which the teacher made the assignments and gave the directions. The students all did basically the same thing at the same time, and the tests were designed to separate the quick from the slow.

The concepts involved in individualized instruction may be new to students, and without orientation to the process and guidance in their first efforts, they may become confused and frustrated. Students will have to know what is expected of them and what is not. They will need to be told what freedoms and responsibilities they have and what restrictions exist. Some of the procedures for working with individualized materials will need to be explained. For example, the student should know how to use the reference library, how to proceed with the learning activities, and where to find the multi-media equipment.

It is well, when first using the individualized approach, to introduce the concept gradually. You may perhaps first give the students independent study time when they are all working on the same topic. Next, provide several learning options from which each student may select the activity he/she wants to do. Finally, move to whole units where the student plans with you what he/she wants to do to achieve the objectives of the unit.

Student orientation to individualized instruction may require a day or two of classroom instruction and discussion. During this orientation, you should complete the following steps.

- Briefly outline the basic ideas involved in individualized instruction, emphasizing that students help plan learning activities so that learning will be more personal and relevant to them.
- Show students the resource materials and equipment they will be using. Instruct them in the use of special equipment (e.g., videotape recorders). Indicate that students will be expected to find some of their own materials.
- Define the role of the teacher as someone available to help students meet their goals, someone to help them discover the best learning resources, and someone to help them plan learning activities.
- Define the role of the student as an independent learner, as a responsible individual working toward personal educational goals.
- Review with the students the objectives of the unit, the learning activities the students may pursue, the key concepts and skills to be learned, and the target completion dates.
- Discuss the procedures for student self-evaluation, and the criteria and methods for the final individual evaluation.
- Review basic classroom and laboratory procedures relating to such things as hall passes, talking, clean-up, how materials are to be checked out, and so forth.
- Encourage student response, reaction, and questions about the individualized learning they are about to undertake.

The time taken to orient students to what they will be doing will pay off when work begins, and will give students an understanding of the opportunities and responsibilities that are a part of individualized learning. If, after a trial period, there seem to be some misunderstandings as to what needs to be accomplished, you should call the group together again. Together, they can resolve any difficulties and come to some general agreements before the plan breaks down.

In addition to preparing the students for indi-

vidualized instruction, you will need to prepare the materials of instruction. Sufficient copies of instruction sheets, reference books, and construction materials should be gathered and organized for easy access.

Sometimes the classroom itself should be rearranged to permit or encourage small-group work, individual activity, or teacher-student conferences. A learning center may be set up in one area of the room and equipped with the appropriate media devices such as tape recorders, slide/tape machines, overhead projectors, or video equipment. A simple, but complete, record-keeping form for noting student progress and recording the results of the final evaluation may need to be devised and constructed.

You must also be prepared. Conflicting activities must be set aside so that you can be available to students as they proceed with their independent work. It is important that you have an open and secure attitude toward students operating in an individualized setting. Individualized instruction should not get underway until you can accept the following conditions.[3]

- You must be able to rely on the students to choose those learning activities which are best for them.
- You must be confident and competent in the subject matter of the course so as to capitalize on questions as they arise.
- You must be tolerant of activity and noise because learning is not always related to classroom silence.
- You must be tolerant of some apparent inactivity, because the students may not be wasting time, but may merely be involved in valuable reflection.
- You must trust the students. If you cannot put trust in the students, then there is serious question about whether you should initiate a program of individualized instruction.

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3. Adapted from *The Balance Sheet* 55 (November 1973): 102

For further information on directing individualized instruction, you may wish to read Bjorkquist, "What Vocational Education Teachers Should Know About Individualizing Instruction." This document presents an overview of the elements of individualized instruction which form the foundation of competency-based instruction. You may also wish to read Weaver, "Individualizing Instruction: A Return to the One-Room Schoolhouse?" which presents a case in support of individualizing instruction, and discusses types of instructional materials and strategies for individualizing instruction.

The following items check your comprehension of the material in the information sheet, Individualized Instruction, pp. 6–18. Each item requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are sitting in the teachers' workroom talking to an older and more experienced vocational teacher. You are discussing the idea of individualized instruction as it applies to vocational education. Respond to the following comments that the other teacher makes in the course of your conversation.

   a. "There is nothing new about individualized instruction. Vocational education teachers have used projects, laboratory work, and one-to-one teaching for many years."

   b. "You can't allow students in vocational education to work out their own objectives and choose their own learning activities. After all, there are a great many things students must know if they are to enter the occupation, and I have to see that they get them."

c. "Individualized instruction means a lot of reading, and the students in my classes just can't read . . . or won't read. I have to give it to them by lecture and demonstration."

d. "In my vocational education area we do a lot of work for customers, and individualizing instruction would make it impossible to keep up production."

2. Write a brief definition of individualized instruction as you perceive it.

3. Why are objectives that are written in performance terms so important to success in individualizing instruction?

4. Listed below are some teaching methods that are used in vocational education. Make a brief comment about the usefulness or appropriateness of each in an individualized program.

   a. Class Lecture

   b. Textbook Reading Assignment

   c. Laboratory Work

   d. Library Study on a Special Topic

   e. Modules (Learning Activity Packages)

5. Research studies on individualized instruction have found that students tend to have an increased interest in their subject, they like school more, and they have fewer major discipline problems. Why do you suppose this is so?

6. Any discussion of individualized instruction stresses the need for a wide variety of instructional media. What is the relationship between media and individualization?

7. What, if anything, is wrong with "grading on the curve" in individualized instruction? What evaluation techniques might be used instead?

Compare your completed written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. a. It is true that vocational teachers usually know their students better, and work more closely with them as individuals, than do many teachers of academic subjects. Even so, in most cases the amount of individualization is limited. The group lecture and the group demonstration tend to be the dominant methods of instruction. Projects are often the same for all students, tests are given to the whole class at the same time and they frequently just cover textbook readings. The slower learner, or the one who has a very personal learning style, is usually at a disadvantage. Real individualization means that each student's learning rate, style, and personal interests are taken into account, and a cooperative plan for learning is worked out.

   b. The ultimate goal of vocational education may indeed be to prepare students to be able to enter their chosen occupations, but there are many paths to this goal. The knowledge and skill that students must possess can be acquired through a great variety of means, and individualization can provide those different means. As long as students achieve their occupational objectives, the speed at which they arrive may not be so important as the fact that they do indeed get there. In most occupations, there are a number of suboccupations or variations of duties so students may have many different educational and occupational objectives. The student's personal needs and the teacher's objectives for the course may differ somewhat, but it is the student who is the primary focus of good vocational instruction.

   c. Even though the group lecture may be little used in individualized instruction, it does not follow that the poor reader will be abandoned. The teacher can put the required readings on audiotapes—a technique that often improves students' reading skills as well as furnishing them the needed information. Many other forms of instruction are also available, including slides, slide/tape presentations, motion pictures, film loops, diagrams and drawings, transparencies, student tutoring, small-group instruction, mini-demonstrations, and many more. In fact, in a well-prepared individualized setting, the poor reader, or the slower reader, may have a chance to learn such as he/she never had before.

   d. "Customer' work," or "live work" as it may be called, is often an important and realistic part of vocational education. There is no reason why live work can't be included in individualized instruction as long as (1) it involves what the student needs to know, (2) it takes place when the student is ready for it, and (3) there is opportunity for personal learning to take place. This may require skillful management on the part of the teacher. If there is a conflict between the demands of the live work and the educational needs of the student, then the student's interests must of course be given precedence. Putting out production is not the primary goal of the vocational education program; student learning is.

2. Definitions of individualized instruction may vary, but most will include the following concepts.
   - Individuals differ in their aptitudes, interests, goals, and learning styles.
   - Instruction should be structured and managed to meet the needs of the individual student.
   - The students have a responsibility to help plan their learning activities and the freedom to carry out the plans in their own personal way.
   - Whatever the approach to individualization, the ultimate purpose is the development of a personally mature student, ready to enter his or her chosen occupation.

3. Individualized instruction seeks to specify what is to be learned by each learner, the conditions under which the learned performance is to occur, and the minimum level of acceptable performance. Full accomplishment of the performance objective is expected of each learner, even though the time required to learn may vary. Individualized instruction focuses on the learning objectives which the student has helped to identify, and not simply on the course content selected by the teacher.

4. a. **The class lecture** may not be used very much in an individualized situation because it is not likely that all students in the class will be ready for the same instruction at exactly the same time. There may be a use for lectures in the very early stages of a course, however.

   b. **Textbook reading assignments** have somewhat more flexibility than the lecture, but probably should not be given as a group assignment at any time. When the individual student reaches the right point in his/her learning, textbook reading may be very appropriate.

   c. **Laboratory work** can be either group work or individualized instruction, depending upon how it is organized. To be individualized, the laboratory work should have some freedom of choice built into it. The work should be organized to help the student achieve his or her objectives, and should be managed to allow the student to proceed at his or her own pace and style.

   d. **Library study on a special topic** may be an excellent way for the student to pursue a topic of personal interest. Such a learning activity permits all the concepts of individualized instruction to function.

   e. **Modules or learning activity packages** are specifically designed as individualized materials. Well-developed ones contain performance objectives, a series of alternative and optional learning activities, and evaluation instruments. The teacher may construct modules or acquire them from other professional sources.

5. Students react well to being given some responsibility for their own education. They respond to the freedom to choose their activities and move about actively. Since individualized instruction is designed to permit every student to succeed, many students can experience real academic success—perhaps for the first time. Success is very reinforcing and leads naturally to further success and to good feelings about everything associated with that success. If students are busy doing things they like to do, and they can go about it actively in their own way, they will be more interested in learning and less likely to be discipline problems.

6. Students have differing perceptual strengths; some learn well by listening, some by seeing, and some by physically handling materials. If we are going to provide learning experiences to capitalize on these individual strengths, we need to provide listening experiences through some media, visual experiences through other media, and manual experiences through still others. The wider the variety of instructional media available, the greater the opportunity to suit the learning experience to the individual.

7. The basic idea behind grading on the basis of a normal curve is that each student is evaluated on how his or her achievement compares to that of classmates during a specific time period. The normal bell-shaped curve is produced by chance and random selection, and assumes that the student group is typical of the whole population. Education, on the other hand, is a purposeful activity designed to produce very specific results. The idea is now growing that a great many more students can succeed than we previously supposed. We should therefore evaluate students on their individual achievement, even if some take a longer time to achieve than others. There are a number of techniques that can readily be used to evaluate individuals, such as checklists of observable behavior, rating scales, performance tests, personal conferences, and individually administered objective tests.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the information sheet, Individualized Instruction, pp. 6–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, develop and carry out a personal learning experience related to individualized instruction.

You will be reading the information sheet, Options for Experiences in Individualized Instruction, pp. 26–27.

You will be selecting and planning a learning experience in which you can study how the individual differences of students affect the teaching/learning process.

You will be carrying out the learning activity you selected and planned.

You may wish to select, plan, and carry out more than one learning activity devoted to learning about individual differences of students.

You will be analyzing your experiences by writing a summary report in which you discuss what you have learned about individual differences of students.

You will be evaluating your own experience by sharing your report with your peers and/or resource person and receiving their reactions.

Activity

Read this information sheet for suggested learning experiences that will help increase your awareness of individual differences among students and of the implications of these differences for the teaching/learning process.

OPTIONS FOR EXPERIENCES IN INDIVIDUALIZED INSTRUCTION[4]

It is possible to learn most of the facts and basic concepts about the individual differences of students by reading and listening to lectures. In order to learn about the implications of these facts, however, you need personal experiences both within and outside the classroom. You need to have an understanding of the great range of individuality in students and of how their differences affect your responsibilities in planning and presenting instruction. These two interrelated understandings can be attained by observing students in a variety of situations, talking to students and teachers about the learning activities of the classroom, examining learning materials, and becoming engaged in some trial experiences in individualizing instruction.

Two lists of suggested experiences follow—one that describes experiences that may be particularly appropriate for the preservice teacher and another that suggests additional experiences for inservice teachers. Quite naturally, the amount and kind of benefit derived from these experiences will vary with the individual. If you select wisely and participate fully in the experience(s), there should be significant gain in personal understanding of the relation between student differences and teacher behavior. These lists are not necessarily complete but are meant to stimulate ideas and allow you to develop detailed plans.

Experiences at the Preservice Level

Observations.—Observe differences among fellow teachers in height, weight, interests, professional aspirations, and mannerisms. Observe children or adolescents of a single class or age group, with attention focused on differences.

Student interviews.—Conduct informal conversations or interviews with learners of various ages, noting differences in responses at different age levels. Interview children or adults of the age the teacher plans to teach at a later date, noting differences among learners of approximately the same age or class level.

Case studies.—Read and study sociological, psychological, or educational case histories and studies of individuals and groups. Later, gather and interpret data.

Demonstrations.—Observe demonstrations of individualized teaching. Discuss the demonstration with the teacher. Observe the use of techniques for gathering information about individual students (such as ascertaining a student's reading level). Observe the administration of individual tests.

Examination of books and other instructional materials.—Examine a variety of books and other instructional materials, including various media materials. Participate in the evaluation of the appropriateness of materials for individuals and groups. Practice using them for specified and understood purposes. Examine and work through some instructional modules in your occupational service area.

Conferences about individual learners.—Observe or participate in conferences concerning individuals (e.g., a conference of a group of teachers and guidance personnel, or a conference of teacher and parent).

4. Adapted from Nelson B. Henry (Ed.), *Individualizing Instruction*, 61st Yearbook of National Society for the Study of Education (Chicago, IL: National Society for the Study of Education, 1962), pp. 297–299.

Use of evaluation instruments.—Observe the use of standardized and teacher-made tests, projective instruments, rating scales, tests of intelligence, personality, attitudes, or achievement. Later experience—summarize and interpret the results of such tests for a single learner or a group of learners, with attention to the ethics of handling such data.

Visitation and participation.—Visit and participate in the activities of schools employing a variety of approaches to individualization (e.g., team teaching, ability grouping, flexible grouping within classrooms, competency-based education, instruction through modularized learning packages).

Experiences at the Inservice Level

All the experiences for the preservice level are also appropriate for inservice teachers. Their more extensive background and experience often make it possible for inservice teachers to get new insights from activities very similar to those in which they participated at the preservice level. Teachers in the field may use institutional facilities such as libraries, curriculum laboratories, media-materials centers, conferences, and workshops to enrich their experiences. The experience options suggested in the list below are certainly not all-inclusive. The creative teacher will be able to develop others that are relevant to his or her own needs.

Study of specified problems.—Develop solutions to special educational problems (e.g., meeting the needs, or interpreting the behavior of one or more students). Adapt a course of study or modify instructional materials to meet the needs of certain learners.

Planning for individual or group study.—Plan a program of study related to individualization, such as a project involving the study of child development.

Classification of students for instruction.—Classify students of a given grade level into class groups. Group students for instruction within an already existing class.

Experimentation with techniques of individualization.—Try out promising techniques such as team teaching, individualized projects, library research, or modularized learning packages.

Working with parents.—Participate in such experiences as conferences with individual parents or with a parent group. Focus attention on better understanding of their own children as individual learners.

From the list of suggested experiences described in the information sheet, select one that seems to fulfill your personal needs for more information about the individual differences of students and their implications for your own teaching, or develop one of your own. Try to ensure that the experience you select or develop is in fact feasible given the resources at your disposal in your school or community.

Plan the experience in a way that will give you insights into the teacher's role in working with individual students. Outline a plan describing how you propose to carry out the experience. For example, decide and state what school you plan to visit, what teachers you expect to observe, and how you will arrange to talk to students. Describe the kind of information or impressions you propose to gather (your **objective**), and how you will report on your experience.

Carry out the learning experience you planned above.

You may wish to select, plan, and carry out more than one activity devoted to learning about individual differences. Try to select contrasting experiences in order to gain as broad a perspective on individual differences as possible.

After your experience(s) has been completed, develop a summary report of what took place and what you learned about how individuals differ. Relate this to teaching in your occupational specialty.

There is no formal feedback device for this activity. You will be evaluating your competency in developing and carrying out a personal experience related to individualized instruction by discussing your experiences with your peers and/or resource person. At this meeting, present your report and listen to the reports of peers who may be working on the same module. Your report should reveal an understanding of the range of individuality in students and of how these differences affect the teacher's responsibilities in planning and presenting instruction.

Learning Experience III

OVERVIEW

For a simulated classroom or laboratory situation, prepare written instructional plans and procedures for individualizing instruction for a unit in your occupational specialty.

You will be selecting a topic for a unit of instruction from your occupational specialty which is suitable for teaching on an individualized basis.

You will be reviewing the unit of instruction you selected and developing plans to teach it using individualized methods and techniques.

You may wish to have your resource person review the adequacy of your unit plan.

You will be preparing plans for a lesson intended to orient students to the "individualized instruction" you have planned for your teaching unit.

You may wish to develop an original module (independent learning package) to be used to individualize instruction in a unit in your occupational specialty.

You may wish to read the supplementary references, Lewis, *Administering the Individualized Instruction Program*, pp. 38–55; and Kapfer and Ovard, *Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education*.

You will be evaluating your competency in preparing written plans and procedures for individualizing instruction, using the Planning Checklist, pp. 33–34.

From your own occupational specialty, select a unit of instruction that will lend itself to an individualized approach. The unit you select should be limited in scope and in the time required for its completion. Review the suggested methods for individualizing instruction in the information sheet, Individualized Instruction, pp. 6–18, and select a unit that permits you to incorporate one or more of these methods in your teaching plans. Develop some general ideas for learning activities, available resources, and evaluation methods in order to determine that the unit of instruction you select is suitable for your purposes.

Prepare plans for the individualized unit you have selected. Assume that you have a class of 15 students who exhibit a wide range of learning styles, reading levels, abilities, and interests. Review the necessary content of the unit and the ways in which it is usually taught. Revise and rewrite the unit objectives in performance terms if necessary. Prepare fully developed plans for teaching the unit in an individualized manner, including:

- performance objectives
- alternative learning experiences to be available to the students
- instructional materials, resources, and media to be available to students
- plans for any changes in physical facilities needed to encourage individual learning
- general evaluation methods you plan to use
- levels of achievement appropriate to the students and the objectives

You may wish to have your resource person review the adequacy of your unit plan. He/she could use the Teacher Performance Assessment Form in Module B–3, *Develop a Unit of Instruction*, as a guide.

Prepare plans for a lesson designed to introduce and orient students to procedures for "individualized instruction" in the planned unit. Do not assume that students are familiar with this approach. In the lesson plan, provide for giving students not only a broad introduction to individualization, but specific responsibilities. In addition, include in your plan an explanation of your role as a teacher, and the routine classroom procedures and final evaluation methods to be used.

You may wish to develop an original module or "learning activity package" for a unit of instruction in your own occupational specialty. The module you are now reading is an example of this type of learning material. Select a unit which is limited in scope and complexity, with only one or two objectives included.

The module should include the following elements:

- objectives, stated in performance terms
- general directions for completing the module
- a brief introduction explaining the purpose of the module
- a selection of learning experiences designed to help the student achieve the objectives
- any special information or instructions the student requires related to the content
- final evaluation procedures and the acceptable level of performance

For detailed information and instructions on developing learning activity packages or modules, you may wish to refer to Lewis, *Administering the Individualized Instruction Program*, pp. 38–55; and/or Kapfer and Ovard, *Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education*.

After you have developed your unit and lesson plans, use the Planning Checklist, pp. 33–34, to evaluate your work.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Plan for the Unit of Instruction				
1. The performance objectives are stated simply and clearly	☐	☐	☐	☐
2. The learning materials and activities directly help the student achieve the performance specified in the objectives.	☐	☐	☐	☐
3. Materials and activities are provided for the student who learns best by visual means; by oral-aural means; by physical means ..	☐	☐	☐	☐
4. A variety of materials and activities are provided at each of several levels of difficulty	☐	☐	☐	☐
5. The learning activities permit the student to proceed at his or her own rate	☐	☐	☐	☐
6. The evaluation procedures are designed to allow each student to be evaluated at the time when he/she is ready	☐	☐	☐	☐
7. Opportunities for self-evaluation are provided to help the students measure their progress	☐	☐	☐	☐
8. The evaluation procedures stress student achievement rather than failure	☐	☐	☐	☐
Plan for the Orientation Lesson				
9. Individualized instruction is defined and described in terms the students can understand	☐	☐	☐	☐
10. Students are shown or told where resource materials and facilities can be found	☐	☐	☐	☐
11. Key concepts to be learned in the unit are presented	☐	☐	☐	☐
12. The teacher's role as a guide in individualized instruction is explained	☐	☐	☐	☐
13. Student responsibilities and assignments are reviewed	☐	☐	☐	☐
14. Examples of possible learning activities are presented to the students	☐	☐	☐	☐

	N/A	No	Partial	Full
15. Explanation is given as to how students are to be evaluated	☐	☐	☐	☐
16. Routine classroom procedures (such as freedom of movement, clean-up procedures, etc.) are reviewed	☐	☐	☐	☐
17. Opportunity is provided for student discussion and questions ...	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Individualized Instruction, pp. 6–18, revise your plans accordingly, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW

Given a case study describing how a teacher individualized instruction, critique the performance of that teacher.

You will be reading the Case Study, pp. 36–37.

You will be critiquing the performance of the teacher described, using the Evaluation Checklist, pp. 39–40.

You will be evaluating your competency in critiquing the teacher's performance in individualizing instruction by comparing your completed critique with the Model Critique, p. 41.

The following Case Study describes how a vocational teacher organized and directed a unit of instruction using an individualized approach. Read the case study, keeping in mind the basic concepts and suggested practices of individualized instruction.

CASE STUDY

It was that time of the school year when the class in architectural drawing was ready to begin the unit in residence design. The teacher, Aaron Poth, had given the class a solid foundation in drafting techniques and a knowledge of house construction. Up to this point, the class work had been strictly group instruction and rigidly detailed drawing assignments which Mr. Poth graded meticulously by comparing them to predetermined professional standards. Now the class was ready to do some creative work, and for this unit on residence design the teacher planned to institute fully individualized instruction.

The class was a mixed group of capable and slower learners. Some were highly motivated, and some less so. There were a few girls enrolled in the course this year. All in all, it was a fairly good group, and they were looking forward to this next learning activity.

In preparation for the work in design, Mr. Poth had collected a lot of material for the students to use during their project. There were several books on historic houses, some college texts on architectural design, some newspaper ads showing builders' house plans, and a scrapbook of plans Mr. Poth had collected himself many years ago. In addition, there were several standard technical reference books and a stack of architectural magazines salvaged from a local architect's office where they were being thrown away.

Mr. Poth described the objective of the unit to the class. Working in an individualized instructional setting, the students were first to write a detailed description of some imaginary family, including their work, their hobbies, and their special needs. The second step was to develop a complete floor plan and front view of a residence for the client family. Each student's final set of drawings would be evaluated on how well the proposed residence filled the needs of the family, and how closely the drawings adhered to accepted professional practice. The students were told to use the classroom materials freely, go to the library if they needed to, or even make arrangements to visit model houses in the community.

After several class sessions of getting organized and thinking about their imaginary clients, the students began to work in earnest at their drafting tables. Mr. Poth walked around the room talking to a student here, answering a question there, or giving a bit of direction. As he passed the desk of Jim Saunders, Mr. Poth noticed that he was browsing through a book of photographs of houses. The teacher couldn't tolerate dawdling. "Look here, young man," he said, "you've had several days on this and you haven't even decided on your project yet. You'd better get going and have your project plan for me to approve by tomorrow!"

At the desk of Will Micacchion, Mr. Poth saw that Will was making some preliminary sketches of a very advanced contemporary design. "That's too radical a plan, Will. You better stick to the traditional things we have in our books." Will protested that he had done a lot of reading on the subject and knew he could make it all work out. Mr. Poth decided to back down a bit. "O.K., develop your ideas a little further and we'll go over them together before I make up my mind."

One of the girls in the class, Ella Hamilton, asked Mr. Poth to look over the drawings on which she had been working so hard. The teacher saw immediately that they were awkward and commonplace, so, in an effort to put her on the right track, he sat down and worked them over completely. As he handed them back to Ella he commented, "Now isn't that better?" The girl had to agree.

From the front of the room, Frank Meyer told Mr. Poth that he was way ahead of the class and ready to make his final set of drawings. The teacher was doubtful because, though Frank was bright, his ideas were often superficial. Sure enough, the student had gone ahead without solving the problems in the plan. Mr. Poth explained that it would be necessary to go back and rethink the solution to meet the requirements of the imaginary client family. He suggested some general ideas that might help, and told the student to read a chapter in a design text that was on the shelf.

As the class was preparing to leave, Mr. Poth made some notes about which students he needed to see tomorrow. He would have to have a little conference with Saul who appeared to be asleep for part of the period; he wanted to check on the

group project that Bates and Midler were doing; he promised to help Ben Torrey and Lynn Tell, both of whom seemed to have run out of ideas; and he needed to encourage James Jarrett to complete his writing about the imaginary family and begin working on the design problem.

After the class had left for the day, Mr. Poth sat down heavily at his desk and wondered if his effort at individualizing instruction was working out as well as it should. He did know, however, that it would have been a lot easier to have given the class an architectural floor plan to copy.

Rate the performance of the teacher described in the Case Study, using the Evaluation Checklist, pp. 39–40. Then, based on your ratings, write a brief overall critique of Mr. Poth's performance as it relates to selecting the particular unit of instruction for individualization, providing a variety of learning experiences, providing learning materials, and handling the individual needs of students.

NOTES

EVALUATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
As part of the organizational and planning procedures the teacher:				
1. considered student needs, interests, and abilities	☐	☐	☐	☐
2. used objectives suited to the individual students	☐	☐	☐	☐
3. presented the performance objectives simply and clearly	☐	☐	☐	☐
4. described the intended outcomes specifically enough so that evaluation was possible	☐	☐	☐	☐
5. made the expected level of performance clear to the students	☐	☐	☐	☐
6. provided learning materials and activities that were of direct help to students in achieving the objectives	☐	☐	☐	☐
7. provided a variety of materials and activities at each of several levels of difficulty	☐	☐	☐	☐
8. provided learning activities that permitted students to proceed at their own rate	☐	☐	☐	☐
9. organized the resource materials for easy access by students	☐	☐	☐	☐
10. made the necessary physical equipment available to students	☐	☐	☐	☐
11. reorganized the physical facilities as necessary to facilitate individual work on a variety of activities	☐	☐	☐	☐
12. provided learning activities that permitted a maximum of independent study and were primarily self-instructional	☐	☐	☐	☐
13. provided learning activities that required active responses on the part of the students	☐	☐	☐	☐
14. used methods and techniques of instruction that were appropriate to individualized instruction	☐	☐	☐	☐
In individualizing instruction, the teacher:				
15. provided students with help when it was needed	☐	☐	☐	☐

	N/A	No	Partial	Full
16. encouraged students to make their own learning decisions, and avoided imposing decisions on them	☐	☐	☐	☐
17. gave students considerable freedom to determine when and how they would work	☐	☐	☐	☐
18. worked with students on an individual basis and spent little time on large-group work such as lectures	☐	☐	☐	☐
19. helped students locate and use learning resources	☐	☐	☐	☐
20. provided students with encouragement and positive reinforcement of desirable learning behavior	☐	☐	☐	☐
21. helped students gain an insight into their abilities, interests, and goals by counseling with them	☐	☐	☐	☐
22. worked with students individually to evaluate their progress	☐	☐	☐	☐
23. maintained a classroom climate which permitted learning to occur	☐	☐	☐	☐
24. provided students with self-testing devices to help measure their progress	☐	☐	☐	☐
25. evaluated students on performances called for in the objectives and not on unspecified criteria	☐	☐	☐	☐
26. focused evaluation on the students' achievements rather than on failure	☐	☐	☐	☐

Compare your ratings of the teacher described in the Case Study with the checklist ratings given below. Your ratings should exactly duplicate the model ratings. Compare your overall critique of the Case Study with the overall rating given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Checklist Rating

1. Full
2. Partial
3. Full
4. Full
5. Full
6. Partial
7. Partial
8. Full
9. Full
10. N/A
11. N/A
12. Full
13. Full
14. Partial
15. Full
16. Partial
17. Partial
18. Full
19. Full
20. Full
21. N/A
22. Full
23. Full
24. N/A
25. Full
26. Full

Overall Rating

In general, Mr. Poth seems to have used individualized learning to good effect. His students have the opportunity to develop their own problems to a certain extent, and can work independently in their own way. They can find some help from the resources provided when they need it. Many of the students will no doubt develop personal involvement in their project and its solution. Obviously, this was not passive learning but very active response to a most life-like situation.

One trouble that Mr. Poth has is that he doesn't seem to fully trust his students. He apparently thought Will Micacchion wasn't able to handle his task, and he accused Jim Saunders of wasting time when the student may have really been doing some insightful thinking. Mr. Poth imposed his own decisions on Ella Hamilton instead of helping her work out her own ideas.

The unit of learning seems very suitable for an individualized approach because the number of possible responses is infinite and personal solutions are not only tolerated but actively encouraged. There are, of course, many degrees of individualization, but Mr. Poth could have gone further in this direction than he did. Some students might have benefited from an entirely different approach, such as building a model, making a class report, or developing the details of a given plan.

One of the weaknesses in Mr. Poth's preparation for the individualized unit was in the quality and quantity of resource material he was able to provide. Some of the material seemed to be out of date and some of it seemed to have been of doubtful value. In order for individualization to be fully effective, a rich store of information and inspiration should have been available to the students. This could have included books on contemporary residences and budget houses, recent back issues of popular "shelter" magazines, collections of architectural photographs, filmstrips, and much more.

There may be difficulties with individualized instruction, Mr. Poth, and it certainly is hard work, but it would surely be wrong to go back to having students copy old drawings!

LEVEL OF PERFORMANCE: Your completed checklist ratings should have exactly duplicated the model ratings. Your overall rating should have covered the same **major** points as the model response. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, Individualized Instruction, pp. 6–18, or check with your resource person if necessary.

NOTES

Learning Experience V

FINAL EXPERIENCE

In an actual school situation,* individualize instruction.

Individualize instruction in a class you are responsible for teaching. This will include—

- determining students' needs, interests, and abilities
- selecting, modifying, or developing a unit of instruction and providing alternate and optional paths for students to reach the objectives of the unit
- planning and presenting a lesson designed to introduce and orient students to individualized instruction and to your unit
- directing students in individualized activities

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written unit plan and lesson plan to him/her for evaluation before you begin your unit. It may be helpful for your resource person to use the TPAF's from Module B–3, *Develop a Unit of Instruction*, and Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation and observe your orientation lesson and at least one of your other class sessions for that unit.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 45–47.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in individualizing instruction.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Individualize Instruction (C–18)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In the orientation lesson for the individualized unit of instruction:						
1. individualized instruction was defined and described in terms the students could understand	☐	☐	☐	☐	☐	☐
2. students were shown or told where resource materials and facilities could be found	☐	☐	☐	☐	☐	☐
3. key concepts to be learned in the unit were presented	☐	☐	☐	☐	☐	☐
4. the teacher's role as a guide in individualized instruction was explained	☐	☐	☐	☐	☐	☐
5. student responsibilities and assignments were reviewed	☐	☐	☐	☐	☐	☐
6. examples of possible learning activities were presented to the students	☐	☐	☐	☐	☐	☐
7. dates were specified for work in the unit to be completed	☐	☐	☐	☐	☐	☐
8. explanation was given as to how students would be evaluated	☐	☐	☐	☐	☐	☐
9. routine classroom procedures were reviewed	☐	☐	☐	☐	☐	☐
10. opportunity was provided for student discussion and questions, and all questions were answered	☐	☐	☐	☐	☐	☐
In the individualized unit of instruction:						
11. the teacher's consideration for students' needs, interests, and abilities was evident	☐	☐	☐	☐	☐	☐
12. the performance objectives were presented simply and clearly	☐	☐	☐	☐	☐	☐
13. the learning materials and activities were of direct help to students in achieving the objectives	☐	☐	☐	☐	☐	☐
14. a variety of materials and activities were provided at each of several levels of difficulty	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
15. the learning activities permitted students to proceed at their own rate	☐	☐	☐	☐	☐	☐
16. resource materials were organized for easy access by students	☐	☐	☐	☐	☐	☐
17. the physical equipment needed was made available to students	☐	☐	☐	☐	☐	☐
18. the physical facilities were reorganized as necessary to facilitate individual work on a variety of activities	☐	☐	☐	☐	☐	☐
19. the learning activities permitted a maximum of independent study and were primarily self-instructional	☐	☐	☐	☐	☐	☐
20. the methods and techniques of instruction used by the teacher were appropriate to individualized instruction	☐	☐	☐	☐	☐	☐
In individualizing instruction, the teacher:						
21. provided students with individual help when it was needed	☐	☐	☐	☐	☐	☐
22. encouraged students to make their own learning decisions, and avoided imposing decisions on them	☐	☐	☐	☐	☐	☐
23. gave students considerable freedom to determine when and how they would work	☐	☐	☐	☐	☐	☐
24. worked with students on an individual basis and spent little time on large-group work such as lectures	☐	☐	☐	☐	☐	☐
25. helped students locate and use learning resources	☐	☐	☐	☐	☐	☐
26. provided students with encouragement and with positive reinforcement of desirable learning behavior	☐	☐	☐	☐	☐	☐
27. helped students gain an insight into their abilities, interests, and goals by counseling with them	☐	☐	☐	☐	☐	☐
28. worked with students individually to evaluate their progress	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
29. maintained a classroom climate which permitted learning to occur	☐	☐	☐	☐	☐	☐
30. provided students with self-testing devices to help measure their progress	☐	☐	☐	☐	☐	☐
31. designed evaluation procedures so that each student could be evaluated at the time when he/she was ready	☐	☐	☐	☐	☐	☐
32. focused evaluation on the students' achievements rather than on failure	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
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